

Educator demands radical change in system



Photo by McDonald

Reformer Dennis speaks out against outmoded educational systems.

by John Kuti

Dennis, co-author of the report on education for about 1,000 people in the hall here Monday.

and a psychedelic apparatus. Marshall McLuhan criticized the leaders' Digest. I am not an advocate firing all the hand down an the Board of Education commitment as the commitment.

what he saw as a in any public school, a student comes into a

classroom and looks up at the teacher and expects something profound. And he has every right to expect a profound experience.

But what happens? He walks in and is told where to look, where to stand, where to walk.

He said even with our knowledge that most of a child's character has been formed before he comes to school and that he has been learning all his life.

"We treat him like he is empty-headed and never learned a thing in his life. Then like they were dipstick, we put them through exams and you're educated."

The clues to education, he said are found in our culture. "Our society is well-organized, efficient, productive and materialistic. There may be a price for this, especially for the teacher," he said.

"A Canadian is a man of opportunism, vacillator, a man of the work ethic. Canadians are utilitarian. He is not an aesthetic, man. Look at our schools," he said, "clean, efficient, functional, but a bit sterile."

Experience, he said, is "immunized, depersonalized." A student is asked to bring in good pictures of the horrors of war but it never occurs to the teacher to lead him to tears over man's inhumanity to man, he added.

Mr. Dennis asked if we have not perhaps emphasized the student capture more than his freedom. He asked if perhaps we are losing sight of the fact we have to choose a place where we will stand.

"I know this," he said. "Any state or any society that is a contradictory society with contradictory ideas will produce contradiction in its youth."

"A Canadian is a violent man. And his education reflects this," he said. "Students are strapped, stood against walls; a woman is handed a sign saying 'washroom' to carry under her arm in the hall. We say we teach dignity and take away her own dignity."

Stressing change and a re-examination by teachers of themselves and their educational system he said learning should be a personal human individual experience.

"Unless we realize this stu-

dents won't learn much. Learning will never exist in a class without the aura of love and respect and dignity. A teacher must lead a student to look into the unknown for the truths about being a man even though he may have not found those truths himself."

He said, schools are set apart like the churches in a solemn, cloistered atmosphere, "where we have said when you learn, you have to suffer a little. Should it be that way?" he asked.

He felt education should be the experience where a man learns to solve his problems, not only economic, but also the human ones. "But where in the curriculum, do I find this?" he asked "Where do I find the positive attitudes toward change?"

He said a teacher must develop a critical mind for the benefit of all men along with a compassionate heart. Quoting from St. Thomas Aquinas, he said this was the thing education should do: "Give me the courage to change the things that I can; the serenity to accept the things I cannot change and wisdom to know the difference."

The educational establishment is most similar to the military establishment. "Give me freedom," he said, "not bureaucracy; a place to breed excitement for freedom and a responsibility to my fellow man.

"The curriculum should be wide and flexible and should serve the individuals as much as possible," he said.

When asked about student power and free schools like Rochdale, he said publicly he felt our culture should invite diversity but

personally he should like to have the opportunity to help pay for this.

"When you plead for change plead for all men. Education is not a place of power for students, teachers or administration, but students have been forced into this because that is the way the structure has been run."

A highschool teacher asked if all this freedom would encourage disrespect. He answered by pointing out how slow the people are to recognize that their deficiencies and disruption comes from refusing to admit our deficiencies and our problems.

When asked how young, creative people could be encouraged to go into education, he said "people out of high school are given 20 weeks of second rate preparation and are then asked to be excellent, but they are second-rate. And a young, imaginative person doesn't want anything to do with it because it is second rate."

Freshman Election

President

Minden elected	128
Breckenridge	79
Reynolds	75
Levy	49
Biesenthal	36
MacBride	18
	385
spoiled votes	3
	388

Vice-President

Wagner elected	210
Essex	170
	380
spoiled votes	8
	388

New structure in discussion stage

university structure Waterloo Lutheran University generally at the departments. Geography department students on the committees.

McMurray, Geography chairman said students be represented at meetings. McMurray are 23 or 24 lab students in the

with the elected play a role in the courses," he said. the major difficulties these representatives will be chosen.

and he had no fear students at the meetings. He said, "I favour of the

Political Science chairman said education in the department would not be accomplished but over a He emphasized

voting rights were not important in the participation of students in the departments. Aun implied that the only students to have a say in the field of curriculum are the fourth year students.

"Student representation by each department section," he said "would be helpful in evaluating courses. First and Second year students could play a role in this field," he added. "If students used perseverance they could achieve their goals easier," he said.

Glenn Carroll of the School of Business and Economics said the school was divided into three sections. "These are the International Business, Business and finally of Economics," he said.

"The election of students was the only way students could be represented in the departments," he said. He added, "students will come from Honours economics, one from an Economics major and three from 2nd, 3rd and 4th year Business students.

The students in turn would sit on the council or committee to voice their opinions on curriculum

he said. Carroll said, "the only fields I would not want to see students participate in are on the Academic Standing Committee and the Faculty Petitions Committee."

"Students," he said, "wanted a voice in the departments and the structure of the university in order to be noticed and recognized."

Carroll said he was in favor of working side by side with the students and thought that there would be "little abuse by the students of their rights."

"The Sociology Dept. is hindered by the lack of faculty and the difficulty in achieving faculty," said George Durst, chairman of the dept. "Until the department grows sufficiently," Durst said, "students will not be able to participate greatly in the department meetings and curriculum."

"Fourth year students will have a say in courses and evaluation," said Durst. He added he was "in complete favour of the set-up and had complete confidence that students could accept the responsibilities,



photo by Moore

Healey's reform structure will permit greater student participation.

Postponed evaluation findings disclosed soon

A short book reproducing the findings of the course evaluation committee will be available to the students soon, perhaps even as early as November. John Varley, first vice-president of Students' Council, said the main obstacle to the publishing of the book sooner was the shortage of help needed to carry out the tabulations.

Varley said, "for each of the nearly one hundred courses covered, a statistical chart with a short comment will appear in the book."

When asked about the purpose behind the evaluation, Varley said, "we do not hope to produce a comprehensive text in the first edition. We merely want to prove that a course evaluation of this type is feasible. Right now, it is apparent that more efficient means of gathering the necessary data will have to be devised."

Course evaluation came into being on this campus last year at a time when the quality of teaching in universities as a whole was under discussion.

An article in Maclean's Magazine which passed universities such as WLU off as "little more than mediocre liberal arts colleges" triggered the disapproval of profs and administration alike. Profs interviewed at the time generally agreed that unlike some of the larger institutions "teaching did matter here."

The administration maintained, "our BAs are as good as any." It also stated, "we, because of our independence, are able to keep

enrolment limited and therefore obtain better student-faculty communication."

Since the student has little more than these broad statements to go on when he first enters into the university system, an evaluation of the respective courses was felt to be a great benefit in promoting a more personalized type of education, in that a student could pick a course or a lecturer which seemed to suit his personal needs.

This consensus seemed to be confirmed by the professors when they were asked to give critical suggestions towards the evaluation. Only one of the twenty-two suggestions received over a three day span was of a critical nature.

The only body which really criticised the evaluation was the CUS course evaluation committee. It feared that such an evaluation would lead to the boycott of classes which were judged to be of an inferior nature.

The wording of the questionnaire was begun last year, and took three months to complete. The committee in charge of the wording was composed of Honours Psychology students and was chaired by Roger Saunders, then second vice-president of Students' Council.

Saunders, at that time, voiced the importance of the task of evaluation to the students: "This is your best chance to help in the formation of new policies regarding curriculum and teaching methods."

The task of collecting information was then begun. However, it was never tabulated over the summer.

When asked about what became of the project during the summer, Varley said, "Steve Nailer, vice-president of the senior class, was supposed to tabulate the original forms. However, he resigned and due to the little response for

help, nothing was done on the project."

Varley said, Doug Wardell, fourth year Psych. student, and John Kuti, managing editor of the Cord, have been placed in charge of the project. They have drawn up a form which will be used as a basis for tabulation. Once the students have tabulated the results of the evaluation and re-

gistered them on the web, the originals will be destroyed.

Varley said, "We have an evaluation every year. It is hoped that more efficient means can be found for the future, perhaps a computer. I hope we will try to have the completion of the second evaluation before January, and publish the pre-registration."

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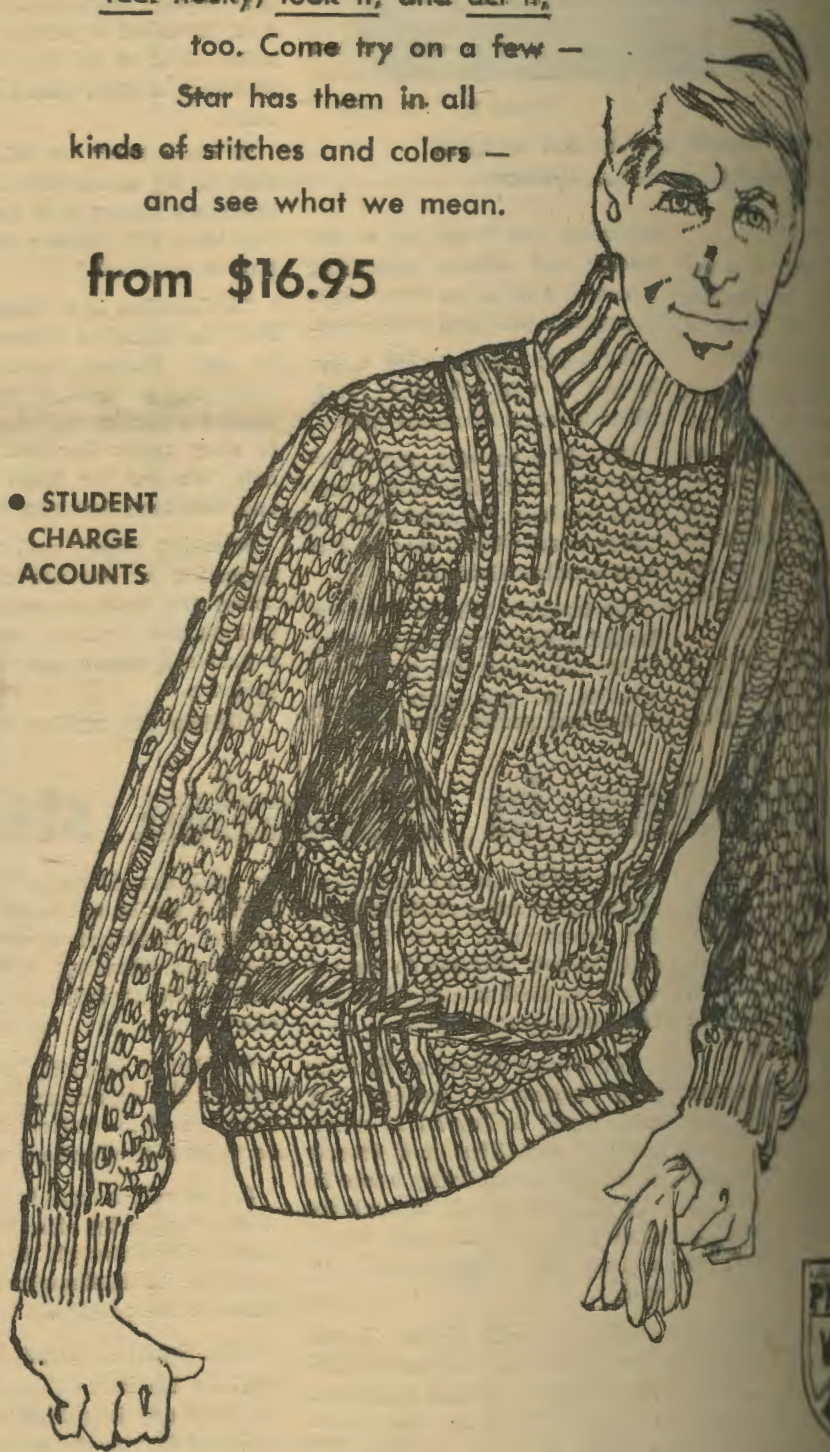
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Prof analyses de Gaulle

"Le grand Charles" was featured at the Liberal Club meeting on Wednesday night where Dr. Jacques Goutor spoke on "De Gaulle: Anarchist to Phophet."

"De Gaulle's ability to agitate and to formulate his authoritarian type of government appeals to the French in times of crisis," said Goutor. De Gaulle and the DeGaullists mistrust political parties and many organized political associations and feel that this is not the proper way of governing. His Jacobean ideals tend to unite people around institutions. De Gaulle, the anarchist, has no use for student unions and the so called decision-making process, Goutor said.

Participation and joint management are the solutions for De Gaulle in fighting "organized" forms of government and of avoiding this distrust.

"De Gaulle sees France as more than a country but as an ideal. The French nation is something enduring which lasts forever," Goutor emphasized.

De Gaulle runs into trouble in his outlandish statements regarding countries and peoples of the world. This stems from the fact that people do not understand the thoughts and actions of De-

Gaulle underlying these statements.

He sees "France as the centre of Frenchness," the centre of the French culture. Frenchmen in the cultural sense of the word may be found all over the world. Anyone attracted to France in De Gaulle's thinking is considered a Frenchman, even though his ancestry does not stem from the French.

De Gaulle no longer relies on colonialism but on "cultural imperialism" as a weapon to influence the culture of his nation or others. This cultural need over mere Bodily needs is the ideal of the prophet De Gaulle.

Since "his feet are never quite on the ground" many of De Gaulle's rash statements are often misinterpreted. His "Vive Quebec Libre" can easily be classed in the classics of De Gaulle's books.

Surprisingly enough in the cultural connotation these statements become somewhat more sensible to the non-French world. In order that the French culture could move freely throughout Quebec and Canada, the pro-English or English culture had to be broken or separated from Quebec. De Gaulle believed these people really wanted to be French, that is, in culture.

Support the pill

Application Form for panel for Paint-In

Name

Year

Panel number — give 3 alternate choices

1.

2.

3.

HAND IN AT DEAN NICHOL'S OFFICE

Hespeler burghers want censorship of student paper

The Hespeler Town Council meeting last Monday became a heated debate over the University of Guelph newspaper The Ontarion which was handed out to local high school students.

The edition, containing Farber's Student as Nigger, was oriented to student power in the high schools.

The dialogue which lasted almost 4 hours condemned the edition and the newspaper. Council members branded the paper "ter-

rible" and distributed by "people on the sick side." The Reeve of Hespeler said the newspaper should have been censored. He said Council should express its views.

"We want representation of our views," he said. "I think it should have been censored by the University of Guelph."

He said since they had contributed to the University their views should be viewed.

Council members were worried what the students read in the

Ontarion was not what they learned in high school.

Mayor Ted Wake of Hespeler called the edition a "terrible thing." He said, "the paper would have been taken off the news stands by any morality squad."

Wake assured Council the newspaper was "distributed by people on the sick side."

Wanting to jar Council out of their lethargy Wake issued a challenge. He said, "Are we going to sit back and let this happen?" Council discussed the motion.

Councillor Westbrook blamed the government for this being allowed to happen. He called the Civil Rights Bill "unfortunate."

"Unfortunately the government has a Civil Rights Bill which prevents bringing these people to court," he said.

"They should be taken to the woodshed," he added.

Westbrook also blamed the courts for not acting on such cases. "Police are being discouraged from charging these people for they won't be convicted in the courts," he said. "The courts must do something before things get worse!"

Council members agreed the language was foul and the government should step in.

One Council member said, "I wouldn't want my daughter to marry one of those university students."

Another said, "they need not be so radical. I would reconsider sending my children."

The same member added, "there are too many commie pinks on our campuses."

At this point Pat Bowser of the Ontarion and reporter for the Galt Reporter rose to defend the paper.

He argued the newspaper was entitled to freedom of the press. "You express your opinions and we express ours," he said. "The paper was not forced on anyone."

The town clerk said "it was not the type of language that should be used. There are higher forms of expression." He said these forms are basic and direct.

Earlier, the principal of Preston High School, said he did not like seeing the paper in the hands of the juniors.

He said, "university activists are misguided. They meet their ends by using the students."

"Their aim in high school students," he said, "is a change of the high schools."

The principal said he didn't think the paper should be in the hands of high school students "who can't think it over properly."

He called the supplement "trash". "I told the students to

take it home and show their parents where their money is being wasted."

Student reaction was mixed. They said they were told not to waste time talking about it in school.

A girl who refused to be identified said, "The Ontarion expects too much freedom. The student wouldn't know what to do with it."

Another said, "we have enough power now."

Some students said they didn't like the way it cut up the administration.

A grade 13 student said, "it has some good points but most of it is sensationalism, and rabble rousing." He said the paper was not good for the grade 9 classes because "they are too young."

A Council member said at the meeting, "We have spent all our lives building a good society and now they try and tear it down."

On the agenda was a plea from the local Family Services asking for \$590. They have been waiting for the money for almost 2 years. Family Services helps needy families in the community.

Council said it would think about it.

A resolution was passed stating opposition to the Ontarion supplement.

Czech student arrives

by Anne Welwood

The first of twenty Czechoslovakian refugee students arrived at Waterloo Lutheran University Sunday and registered for a tuition-free year in Business and Economics.

Since the occupation of Czechoslovakia in August of this year, about two thousand students and intellectuals have left the country. Two hundred of these will be coming to Canada, where various universities have volunteered to accept them in relevant courses.

Of these two hundred, WLU has agreed to accept twenty.

"Because of my many close relatives still living in the occupied country," the student said, "I do not wish publication of my name or picture, for fear that they might be traced and pressure put on me through my relations." He was in England for about a month and a half. When asked why he didn't remain in England, he said, "it was only a temporary place and I prefer Canada. I find it much more willing to give me direct help."

He came into contact with WLU through the recommendation of friends here. He had many first impressions of his new country. "It is so friendly here," he said. "The Immigration Office has helped me greatly

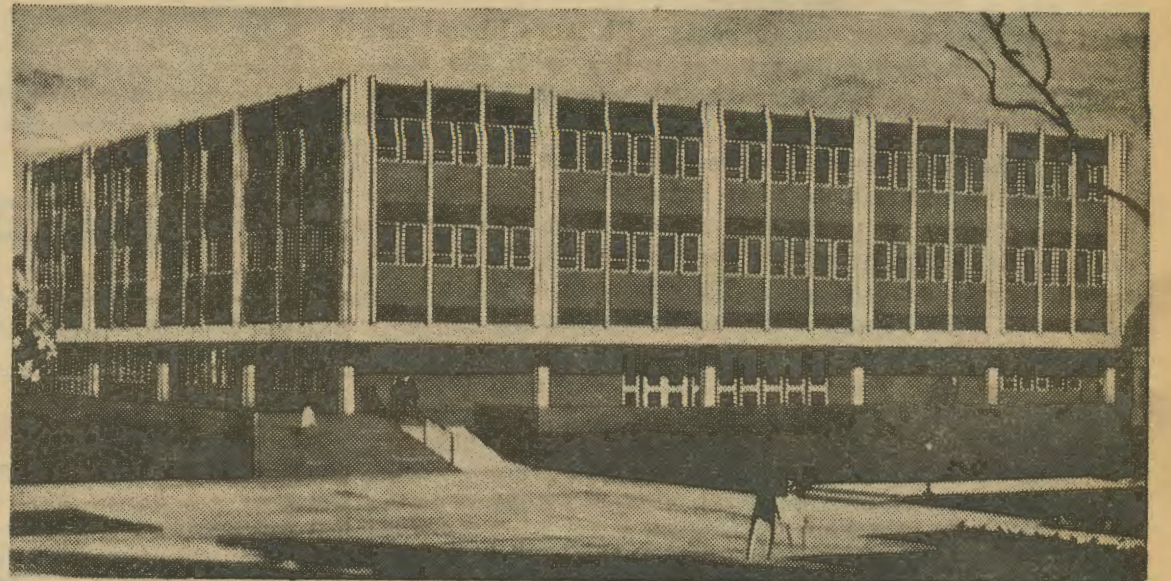
with no hesitation, in contrast to England which I find more impersonal."

Anxious to learn our language, he said, "I know French, German, some Polish, some Russian, and of course Czechoslovak. If one speaks many languages, it is not difficult to learn another. I think we must learn the language."

When asked about the comparison between the climate and the landscape of Canada and Czechoslovakia, he said, "The climate is nearly the same. From what I have heard from my friends, it is possible that you have harder winters and hotter summers." He added, "Czechoslovakia is not mountainous but has more rolling countryside, whereas Canada has more forest."

For obvious reasons his many political ideas are not able to be printed, but he did feel to have one of his observations quoted. "After Dubcek came into power, the Czech people felt much freer."

He is anxious to adjust to a new way of life to which he can contribute intelligence and enthusiasm. "I have only come here, and that's as far as it goes. First I must find a job, and second some possibility of adapting to the Canadian system. My degree is foreign here (He is a graduate economist) and I must learn about your economy. With this training and my own degree, I should be able to find a job."



Architect's conception of new arts building.

Tenders left for new building

Waterloo Lutheran University's new Central Teaching Building will be built by William Wolfe Construction Ltd., of Waterloo, with completion set for mid-July, 1969.

The University awarded the contract to the Wolfe firm on its tender of \$1,312,297, the lowest of five received.

Ultimately, the Central Teaching Building will rise seven stories but only the basement service area and the first three floors will be built now. A feature will be the grouping of departments by floors. The first floor will house general purpose lecture and seminar rooms, the second will be used by the English department and the third will house the Psychology department.

The building will be of brick construction with stone features

and trim, matching the new wing of the arts and science building, to which it will be joined by a one-floor concourse.

Construction of the concourse will allow for an enlargement of the student coffee shop, re-location of the bookstore and addition of a lounge area for informal student meetings.

In addition, the university plans to install air-conditioning in the Central Teaching Building, in the new wing of the arts building, and in the library building. Tenders for construction of a plant with capacity for these areas plus the proposed new student union building will be called soon.

"Later, air-conditioning will be extended into the older portion of the arts building with an extension into the proposed Fine Arts Centre," explained Dr.

Frank C. Peters, university president.

Dr. Peters said completion of the Central Teaching Building does not mean that the university is planning for any great increase in the number of students.

"We have 2,400 undergraduate students now and we plan to keep our university population at this figure, except for small increases of 50 students a year over the next several years in the School of Business and Economics."

"The new building will mean that some temporary classrooms can be used for other purposes and that students will find better facilities when they return to campus next September."

"We are not building to expand — but to serve better."

Kingston alderman gives ultimatum

KINGSTON (CUP) — It was like a bad western. Kingston Alderman Kenneth Matthews, set his chin, straightened his back and told Queen's University principal John J. Deutsch "One of us has got to go."

The two squared off at a city council finance committee meeting Wednesday (Oct. 2).

The alderman claims the university is growing too fast for its briches.

"That's the reason for the hous-

ing shortage," said "Bat" Matthews. "Every time students band together and bed down in an apartment, one of our families is out."

"Queen's must either slow down its building program," came the ultimate threat, "or move outside of town."

"Foxy" Deutsch was not willing for the last showdown. He urged common action and told the council it was "an absolute necessity" for Queen's and the city to em-

bark on a joint planning system for university expansion.

Mayor Robert Tray opened the meeting by asking Foxy to produce Queen's "master plan" for expansion. Foxy said no such plan existed. The principal promised though that new buildings would be higher and less "sprawling."

However, he planted his spurs firmly on one point: Queen's would not move out of town and would not build another complete campus on city outskirts.

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Phone: 744-5923

Member of Canadian University Press

editor-in-chief: Ron Bohaychuk

news editor: John Andrews

features editor: Ulla Lehtonen

sports editor: Brian Crawford

photo editor: Phil Atkins

CUP editor: Jean Lapp

publications chairman: Rick Smith

advertising manager: Jeff Fry (744-8681)

managing editor: John Kuti

Mortician: John Weafer

Faculty time bomb

A systematic reorganization of the university was announced last week by Dr. Healey, Vice-President; Academic. On paper the new structure looks good, almost utopian.

What we wonder is whether the implementation of the scheme, the most important part, was really ignored or rather pushed to the back of the list.

In discussions with the faculty and the students we have noticed the constant referral made to the fact that no set system has been decided on as to how the students are to be placed on the different committees.

There is only one department which is more than half way in having students represented on its councils. And this department was to begin with more liberal or radical in discussing department policy with the students. Where were the other departments while this was going on?

The other departments were still in the dark ages of education and reform. They have, we think, progressed to a medieval stage in their development of a democratic system. But now they have more than their primeval fear to contend with. They now have a glaring responsibility to comply with the new structure and allow students to break into their world of peace and authoritarianism. They are no longer expected to run their departments and classes alone and unrestricted by the people who require representation and a chance to decide how they are taught and what they are taught. They are however over a barrel when it comes to how to get students into their fold.

The originators of the scheme have sat back and said to the faculty, "OK, boys. It's your turn." The faculty does not know what to do with this time bomb which the administration has given them. Their role is new and difficult. We think it is more difficult because the faculty in many cases does not want to give up their domain to grasping students.

And where was Students Council president while this drama was unfolding? We think, since he is supposed to speak for the students, he should have noticed the discrepancy and stood firm until it was rectified. But, it appears he was more interested in getting some form of change underway without thinking of how it is to work if the students can't get on the committees.

The Cord would like to see the miracle of effectively getting students on the committees fairly and democratically.

Oligarchy apathy

This week the people of Waterloo and the university got a chance to hear Mr. Dennis co-author of the Hall-Dennis Report on education. They were also given an opportunity to ask Mr. Dennis questions about his revolutionary report and how it will effect society. With such an opportunity we thought almost the whole faculty and administration would have shown up to listen to a report on what is probably the most important event in the history of education. It appears we assumed too much.

There were some faculty members present and some administration members. Can we assume from this small number that the rest of the faculty and the administration does not really care about education reform?

Although the report was basically directed at the public school system we think the university oligarchy could have benefited by hearing this educator. We think they could have asked pertinent questions of Mr. Dennis and to a certain extent resolved some of their difficulties at this university or in their classroom. Most of the faculty and administration obviously thought differently.

If the faculty does not think reports like this are beneficial it should justify its actions by producing a similar report on their ideas of education.



forum

Please Mr. McLeod

Dear Editor,

Throughout the age of man, people have always considered that their own age is inferior, that their own type of literature is inferior, and so forth. With the advancement of learning, multiplied by the advancement of personal knowledge (hopefully) through a university education; one would expect that such a scholar as Mr. McLeod (re: letter in the Cord of Oct. 4, 1968) could have the foresight, insight and plain old vision to realize that such false over-humility (insecure scorn) is growing "out of vogue." Really, Mr. McLeod, Waterloo Lutheran University or Waterloo University College or "what's its name" University, as you will, is a highly respected school for most subjects taught in its hallowed halls. Just apply to further your education, or apply for a job and you will discover; "Yes Virginia, there is an education at WUC." Your humble attitude is touching Mr. McLeod — touching, and fortunately for you, unwarranted intellectual vacuum.

Gwen Davies, Hon. Arts IV

What about CUS funds?

Students Council, Waterloo Lutheran University, Waterloo, Ontario.

Dear Council Members,

I should like to thank Council for its recent gesture in extending the use of its publication facilities to me for the purpose of printing points of view pertaining to the CUS referendum; also, that Council underwrote 50% of the cost of the paper materials used as well as making available

the services of its secretaries for the typing and printing involved.

Now I should like to ask Council to consider four questions which I think may be of relevance to the "tidying-up" process connected with the results of the recent referendum.

The first question and problem area is:

1. Whereas CUS is no longer recognized as an association having any validity for the majority of students at WLU, and whereas Council now has no responsibility in recognizing CUS on behalf of the majority of students, due to the nature of Council's authority; then will Council clarify its future orientation of policy in regard to CUS.

In particular:

(a) Shall there be any future communication with CUS, and if so, for what reasons?

(b) Due to the nature of the referendum's result, does Council have an opinion on the rights of the minority, and their interest in CUS?

(c) If the Council considers (b) positively (i.e., recognizing the rights of the minority), how shall their rights be protected?

(d) With whom does the initiative lie for a hypothetical re-entry into CUS, and how does Council view the question of when the minority becomes the majority, either latent or open?

(e) Are there sufficient grounds for a resolution to be passed on this matter?

The second question is:

2. Does Council have any aspirations to seek another form of association with other universities in Canada?

(a) Does WLU want a new type

of union? (b) With other defunct former members of CUS? With a particular number of universities within a local geographical area?

(b) Does WLU want to re-associate with the old university?

(c) Does WLU want to re-associate with a new group?

(d) If no formal association was wanted, then there would be a thorough explanation of Council's objectives, and an interpretation of the current association in as far as it relates to other universities or organizations.

The third question is:

3. The matter of the "strings" attached to the referendum. How does Council intend to justify and explain the question of CUS which were levied against individual full-time students in the year 1968-1969?

Because students were and payed CUS fees, and because this levy was and "due to circumstances beyond control," was not the purpose of re-association cause WLU at the time of re-association was not a legitimate member of CUS? Therefore, the fee was actually levied on the students, and also, the referendum result, beyond a doubt its illegality.

Allowing for Council's procedure as taken within the limits of its constitutional authority from the students, and also, for Council's "de facto" recognition of the said illegality until the referendum, the question of membership is now clearly evident that Council must act.

Save Willison Hall

forum

I believe that Council must be based upon a mixture of the following means: (i) a preliminary write-in preference method; (ii) a survey of student opinion; (iii) a final consideration of the preliminary steps suggested must be unanimously supported by council, and accompanied by an official public notice to inform the students of the Council's final consideration; (iv) that Council's unanimously approved draft proposals be submitted to the CEO and hence to a referendum open to all students eligible; (v) that Council act quickly and implement the results of this referendum.

Although the foregoing proposed procedure may seem to be complicated, it must be remembered that the original referendum regarding the withdrawal from CUS put the onus on the students. I believe the onus is now on the students to decide the question of their levied CUS funds. The onus is on the Council to start the necessary machinery in order to let the students decide. I trust that Council will carry out its duty in this respect thereby exercising the reasonable use of its mandate.

4. I would also question the relationship of this CUS referendum and its ramifications for the proposed revised constitution. There may be factors of vital interest for the constitution which have arisen out of this referendum issue, which have a vital bearing on the principles of the constitution's existence.

Thank you for receiving this letter and considering this presentation of a vital student issue now of concern to all of our student body.

PAUL HERTEL.

Hot girls frustrated women's residence

The women's Residence was frustrated from girls on the northside of the building senses the outside drop (rise) in temperature three hours ahead so that the heat goes up before it gets hot." He said "opening windows affects the heat slightly but not immediately."

Roach said, "One could open the dampers on the radiators to lessen the heat coming into the room. But closing dampers frequently results in damage."

He said, "a portable humidifier is available from the Nurse at Health Services to de-humidify stuffy rooms."

Hammer said, "The building has been heated by radiant heat set at 99.2 (in sub-zero at 120 F radiant temp.) which gives limited heat." He said, "It takes a long time to get a building heated to set temperature stays constant for a long time and cannot be regulated."

Mrs. Moore said, "the reason the heat was turned on was because of complaints that the buildings were too cold." However every woman interviewed said that it was not too cold.

Mrs. Moore said, "all buildings on campus were heated and could not be regulated as in a house but must either be off or on."

Mr. Roach said, "re-heat has been turned on by a bylaw were not to be heated by O.C. They said, "heat is being turned to tempera-

ture."

Save Willison Hall

Peter Warrian: an analysis

By Garr

PETER WARRIAN: AN ANALYSIS

"Peter Warrian only looks like he has a football for a head..."

I've been sitting in Ottawa now for the past month reading this kind of trivia about the young lad who, as president of Canadian Union of Students, has made his mark in the world not because he yells revolution, not because he rapes and pillages, and not because he wears hush puppies.

Peter Warrian has become as common a household word as Auschwitz not for what he said but for what Canada thought he said.

That boy Warrian, who has had more invitations to get out of Canada than Charles de Gaulle gets heat rash, and suffers nervous spasms every time he drives by the Eddy Match company. And if confronted with a burning building he would, no doubt, give birth or drop dead.

How anyone could change his image from a slightly over-weight ex-seminary student to a fire breathing reincarnation of Che Guevara, sans facial foliage, was at first beyond me.

But it happened.

The reason of course was that the media, because of social pressure, were forced to overlook the essence of Warrian's speech.

I can honestly say the message I heard in Guelph as it spilled from fair Peter's parched lips was the most scintillating rejection of Catholic doctrine ever delivered in this country if not in this century.

Warrian's "State of the Union" address, if approached with the correct analysis, has both profound religious and sexual overtones.

Warrian's sexual and religious repression stems from his long years as a seminary student. Apparently he rejected that world for the less tedious hang-ups of a layman but that hasn't panned out.

I put it to you that Peter, out of frustration, has turned his perverse oratory talents to the task of making the Canadian Union of Students a vanguard movement to break the death grip of the Catholic church on Canadian government and drive the church out of Canada and back to Quebec where it belongs.

His plea to the fatcats of student government began: "brothers and sisters" — a remnant of

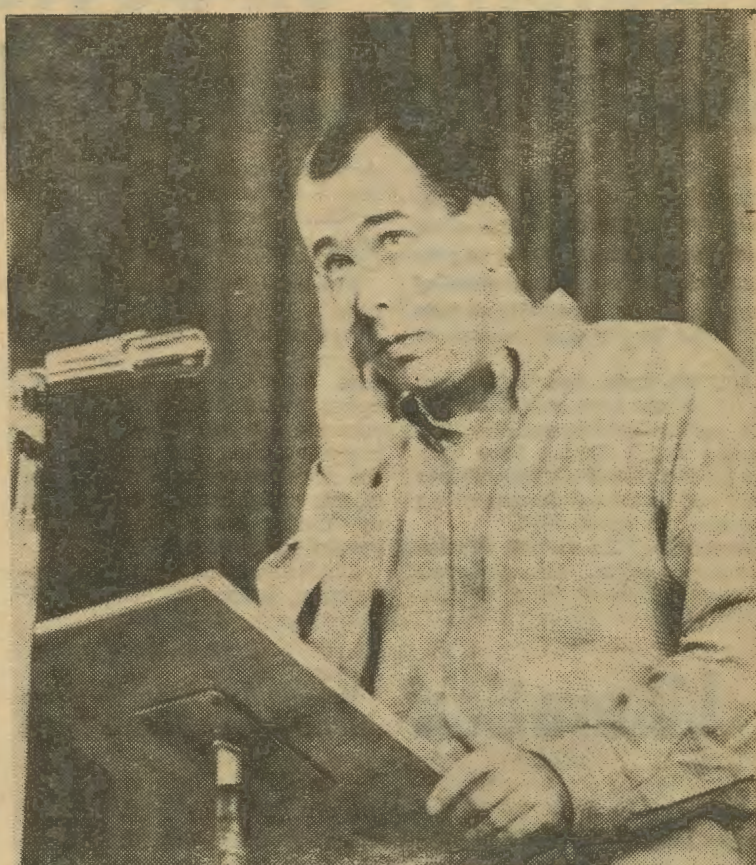


photo by Glandfield

A thoughtful moment.

his days with the church.

Once they get a hold of your mind they're hard to shake off and I can only sympathize with Peter.

He continues: "... this is your thing, let it all hang out." Time to pause for a bit of close reading.

It would appear that Peter Warrian, the Sancho Panza of the Canadian student movement, has asked his followers to reject their life of dedication to a spiritual cause, as he once did, and revel in carnal delights.

The women's manifesto at six o'clock in the ayem on the final day of the conference calling for the liberation of washrooms was a first step along the road to the Warrian State.

Warrian's reference in his speech to burning, so often misquoted, is a further rejection of Catholic dogma. The analogy of building as body and body as temple of God is common to Christian metaphysics.

He is not asking us to destroy something made of bricks and tax dollars. He is challenging a

basic doctrine of the Church founded on the statement of Saint Augustine: "It is better to marry than to burn."

It is this statement that led the Wife of Bath to a life of questionable restraint and the Catholic church to its present stand on birth control.

Peter Warrian is not to be ridiculed for his stand. He is a product of this society, a society dominated by religious bigotry.

But it is to be seen whether he can erase the footsteps of the last great Peter, founder of the Catholic church.

That man can be remembered for exacting funds from his followers, despite the instructions of Christ, and putting those who would not pay to death.

Our Peter has based his movement on more solid ground than a fistful of platitudes and a rock. You can't knock sex.

And so we see Peter in a new light, not as a thrill seeking jack, but as a man who has come to the realization that marriage and burning are both hell if you can't mess around a bit on the side.

Right wing self destructive

The Right Wing Loyal Opposition, according to organizer Robert Brown, second year math student at the University of Waterloo, is a self destructive organization.

In an interview with the Cord, Brown said he hoped his group does not last.

"We formed because of the New Left group on campus which is giving the students a bad name," he said. "We hope our group will not last for too long. We will dissolve when the Left does."

Brown said he had many people call and say they supported the group but "not many have given their time." "I think many more people are in favor with what we are doing. I don't think many students really back the New Left," he said.

According to Brown the "ignorant public does not see any difference between apathy and support." He said he decided to oppose the Left because of this.

The organization began two weeks ago. Brown said he has taken on the responsibility of publicizing its platform.

"I spent \$8 on the flyer we handed out and some money on ads." He said he has not asked for any money from the Students Council.

Brown said he does not want his group to become an extremist group. "People turn away from large goals with left and right wing groups," he said.

Brown claimed the sit-ins and other demonstrations sponsored by the New Left make violence inevitable. He said it is the New Left that causes the violence.

"We support the goals of the New Left," said Brown. "We don't agree with them however that the ends justify the means."

When asked if the Right wing would ever join with the Left, Brown said only if it were on some committee. He said he agreed with the Left that the Administrative structure of the university should be changed. He did not agree with the Left that the faculty is not promoting a better communication with the students.

"I think the faculty is trying to communicate," he said. "We are only interested in our university."

The Right Wing group is thinking of starting a newspaper to oppose the Chevron the U of W paper. Brown said the Chevron is not a representative newspaper. He added "it is not doing its job in reporting the news fairly."

Authority on Soviet affairs discusses Czech reforms

On Thursday, Oct. 3, Harry Schwartz spoke before over 300 people in 1E1. In the course of an hour's speech, he was able to give the audience an inside view of Russian affairs, especially as they pertained to the Czechoslovakian crisis.

Mr. Schwartz was introduced as one of the most noted authorities on Communism and the Communist world. He has been writing for the New York Times since 1947 and has been its expert on Communism since 1951.

Describing the recent Czechoslovakian crisis, Mr. Schwartz compared Dubcek to a Czechoslovakian Daniel Johnson. He also said that the election of Dubcek in Czechoslovakia was analogous to an election of a negro in the USA.

Breshnev, he said, was able to keep a tight control on Czechoslovakian affairs, hence no trouble erupted. But with the freedom that Dubcek brought in, newspapers flourished and a more accurate picture of the Soviet party machine was portrayed to the news-hungry Czechs. Because of this enlightenment a cry went up among the Czechoslovakian people for justice.

Suddenly, after 20 years of oppression, journalists started telling people the truth.

Nobody was allowed to do what they wanted under Breshnev's brand of Socialism. Dubcek wanted a socialist-democracy without intervention from the Secret Police. The Czech people wanted another party so that they could vote for or against Communism.

This loosely-organized freedom in Czechoslovakia suddenly became solidified in the face of the Soviet invasion.

However, since there were 650,000 Warsaw Pact troops in Czechoslovakia, even the brave resistance put out by the Czech people had no hope.



Soviet expert Schwartz addresses students

Liberation 130: sit-in continues

The following feature was written special for CUP by Brunswick staffer Gary Zatzman. On Tuesday (Oct. 1), he visited Liberation 130, the room where Professor Norman Strax and his student supporters have been sitting in since last Thursday in defiance of a court injunction to have Strax removed from the UNB campus.)

LIBERATION 130: A STRATEGIC OUTPOST OF CO-OPERATIVE SOCIAL DEMOCRACY

By GARY ZATZMAN
The Brunswick special to
Canadian University Press

"Join the American revolution — fight the draft"

"Girls say yes to men who say no"

Posters; mattresses; people; guitars; food supplies; soup boiling over a bunsen burner. Cigarette smoke has become an air-substitute. Some sit outside Liberation 130 to breathe every now and again. A commissioner, sometimes a university-paid security policeman, peers around the corner of the corridor — just checking.

The place is Loring Bailey Hall, the Physics and Biology Building on the Fredericton campus of the University of New Brunswick.

The time is anytime between Thursday Sept. 26 and today, Tuesday Oct. 1. Liberation 130 is the office of Dr. Norman Strax, temporarily suspended from his duties as physics professor on Thursday morning (Sept. 26). The people in and around Liberation 130 want, at the very least, only that Strax be justly treated, reinstated and/or given full explanation by the administration (and/or board of governors) for his suspension.

At the very most, some of the protesters want the board of governors democratized (i.e. representative of all segments of the New Brunswick public). They also want faculty hire-and-fire procedures democratized.

The demonstrators are an ideologically heterogeneous group. Some are New Leftists; some are SDS radicals; some are liberal democrats; some social democrats; some democratic socialists. Some of the demonstrators are ideological conservatives; they are protesting the arbitrary suspension of a faculty member by an oligarchic, politically irresponsible elite.

Some simply feel Strax is a teacher significantly more competent than his predecessor or immediate colleagues.

All decisions at Liberation 130 are democratically voted upon.

This reporter watched on, taken by surprise, as the thirty or forty demonstrators took a vote on whether to allow access to a CBC newsman.

Liberation 130 cannot exactly be labelled an ivory tower out of touch with the world. If anything, it is too close to it — only two storeys from the ground. Anti-Strax intimidators demonstrate outside the window of Liberation 130, at various times in the evenings after the building is closed. At this time of day, there is only one entrance to Liberation 130: by rope through the window, as the building doors are locked and guarded. Anti-Straxists have, at various times in the last five days, intimidated people desiring to join Liberation 130 by hurling cheese and eggs at them and the window (last night,) or by grabbing the rope, before those inside can haul it in, and cutting it into souvenir shreds (last Sunday morning).

Strax has been summoned to appear in court in St. John (68 miles south of here) at 9 am Wednesday, Oct. 2, on a charge of contempt of court. He refused to comply with an injunction presented him Monday morning, ordering him to end his demonstration and vacate his office in Bailey Hall.

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Rick Bryant
Arts III
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Blake Storms
Arts II
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about the bucket seats.



Jennifer Buder
Arts I
I can't write when I'm hungry.



Pat Burnett
Arts I
My mother storming down the church aisle.



Diane Hoskins
Arts III
I've never asked him.



Brenda Thomson
Arts II
Don't know it.

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The Homecoming concert this year will vary greatly than those of past years. Malka and Lenny Breau will be performing in a theatre of the round seating. The sound system has been greatly expanded using a reverberation system for the first time at WLU. A unique and exciting concert that no one should miss!

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Communication

This is a weekly feature giving the responses of leading members of the administration and faculty to relevant questions of society especially those relating to this university and to educational practice and philosophy.

This week's Communication is with Dr. Jacques R. Goutor, Chairman of the History Department.

In former years the communication between the faculty and the administration has not been too open. Do you think with the new administration the dialogue is better?

I think there has been a vast improvement and it has to do with the new people in office. They stepped in at a difficult time and gave us a sense of direction.

We are now moving again.

Is there any real problem with the faculty that causes a breakdown in communication?

There is one difficulty in the fact that the faculty is not organized. In a sense the faculty has the same problem as the students. There is no real student government. That is, real in the sense that it is meaningful and powerful. To a lesser degree there isn't any faculty government.

I understand the decision making bodies of the university are to be reorganized. Now, if this reorganization of the structure is carried out along meaningful lines, toward giving the faculty the power that belongs to it, then you will be a long way in improving the problem.

I think many solutions could be resolved if you had meaningful faculty government.

An example of this is the department representation. If a department chairman could go to Ballard and ask him to send a number of students to sit on the committee to look into any changes then the students could understand our problems.

I think this is better than having a general meeting and inviting students. You have to decide how they want to pick representatives and after all this, the movement has disappeared.

A great deal has been said about the structure of the universities and the educational system. Do you think a person can get a broad education in this system and do you think the structure can be changed?

It is true that a person can't get a broader education in the university structure as it stands. But again you can't completely destroy the structure.

I think what is required is a willingness on the part of the student to spend more time in university to get this broader education. But this would require more money. This would mean an expansion of the financial support.

It is almost impossible to get a better education with some of the large classes we have now. I would like to have classes of about 20 or 25 students and conduct the classes along the lines of a seminar. But this would mean more professors to help conduct the classes. Here is the real problem.

Are you in favour of student participation in the decision making of the departments?

Yes, I am in favour of such participation. I think if the students were involved they would get a real education in the process of education in the university. Many students don't realize the problems the faculty has in planning the department curriculum.

Do you think the university is playing its part in society and becoming a part of society?

First of all I don't think the university was intended as an institution which should be orientated to the society, because the three or four years you spend in university is an opportunity for you to withdraw from the society and to look at things without having to suffer the consequences.

I think if the university was fully orientated to society, you run the danger of losing this isolation. I do think however that some universities are too isolated from society.

As far as this question of preparation of the student for society is concerned, I think the main task of the university education is to give people the basic tools with which you can analyse the society. I think a course like History is a good way to teach people how to recognize bunk when they see it.

Do you think the student is being allowed to use his ideas in the classroom or is he expected to simply absorb what the professor dictates?

The class in which the student participates extensively in many ways requires more preparation on the part of professor. It requires more control and more discipline on the part of the student to stay with the subject. The class can't wander off the topic and end up discussing Viet Nam which is what usually happens now.

It can be done with the smaller classes. I have done it with some of my classes. It works well up to a point after which it becomes so unstructure and vague that you don't discuss things in depth. You touch on many points lightly. What you wind up with is a salad.

I agree with students that they should have more to say about what they learn. On the other hand they should recognize that there is a certain structure to knowledge. Unless the student abides by this structure he will get something which is empty and meaningless. That doesn't mean you can't try and change the structure.

In Plato's Republic is probably the best teaching method. But in the structure the students always respect the context and the teacher Socrates follows the same line.

One thing that plays into this is that we are all scared you know. The students and the faculty are scared because we are all agreed that changes are coming. We are all apprehensive about the change. Some face what may come with a resigned fatalism and others with a good deal of cynicism, which is probably my position. We sweat over the change like the students.

Our resistance to some of the ideas put forward is a first reaction based on apprehension rather than on strict refusal. I'm not talking just about WLU when I say this, this is the case everywhere. I think this was a big reason in France this summer.

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No Big Thing

by John Kuti

Council meeting, the show of shows. The best entertainment in town. All that untapped potential. Ho. Ho. Toastmaster Ballard with G. Jessel voice, "shut up Moffat."

Liberalvarley roberts rules in raised hand. A point of personal privilege. May I leave the room? Turner treasurer capitalist stood corrected.

El Presidente. I like that when Turner stands corrected.

Mr. King, entertainer of freshettes wants a new name for the school. Ballard and Co. assign him to a committee for study.

Pam Donohue solicitating for WUS. Let's sponsor Miss Donohue for a pair of Greb Hush Puppies says Kaiser Bill.

Turner's for Ballard Marching for Millions.

El Presidente I can't I've got a game.

Hisses. Boos.

I also have a pulled groin.

What's that says Turner.

You could have it with a squashed left teste.

Somebody swore. What are you bringing him up for. He already owns the school. El Presidente. Let's sponsor Varley. \$1 a mile and \$5 for every pound he loses.

Without Cuss Auger says — I see WUS belongs to ISC which is a CIA front.

El presidente. What's wrong with the CIA?

Miss Donohue, referring to Dean of Students as Fred. Showman Bill says you refer to Fred as Dean Nichols.

Mary-Jo Kelly not say too much.

Auger to Miss D. What's about Pax Romana in your pamphlet?

Voice. That the Roman peace?

Turner. You'd know about Roman pieces.

Lex. Not say too much.

Who's running for Junior Class Exec? Someone says Lauren Marshall. Ballard-Lauren Marshall's away at camp.

On voting!

El Presidente — I only vote in case of a tie which is the only time the real spirit of the student body has a voice.

Turner wants to hear Varley on a point of personal privilege.

Ballard wants to hear Moffat.

Ensuing fight.

El Pres — Shut up Turner.

Varley — you're assinine Ballard.

Moffat leaves.

In the end they got through 7% of the agenda very nicely.

Heard the financial report from the bookstore?

Passed the sky-diving club constitution.

Listened to a letter on CUS.

Decided to personally sponsor one of their number on the March for Millions.

Gave Auger some new duties.

Sent two people to Washington to cover a conference on co-ops and student housing.

To close they all rose and facing El Presidente, sang, Stay as sweet as you are.

Don't ever change.

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Sincerely Thanks

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Science money reallocated

The money earmarked by the Alumni Association for a telescope dome has been reallocated to the new Teaching Building.

When asked if the Science graduates who had donated had been consulted about this change, Dr. Henry Endress, Vice President: University Resources, said, "The graduates who contributed to the telescope dome fund were sent a proposal by the Alumni Association Executive in June, 1968. It suggested that this money be reallocated to the new Teaching Building. No one has objected, so the money has been reallocated. I don't know what would have happened if someone had objected."

Commenting on the Fine Arts Centre, he said, "Originally it was thought that the new Teaching Building would contain all the facilities that are now being planned for the Fine Arts Centre and the Teaching Building. Eventually it was realized that this would not be possible and so the idea of the Fine Arts Centre came up."

Endress did not want to say more about the Fine Arts Centre until the committee concerned had reported to the Board.

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Students senate

MONTREAL (The student council is like that at McGill, the right to demand education and student union.

McGill has rejected some of the demands for board meeting and senators. Will it end its meeting.

The McGill student body has demanded a set of qualifications to be accepted about a principal H. D. Wood has principal (and never and was H. D. Wood has and argued with jurisdiction.

Apparently he is willing to risk one of the more off a light.

Queens downs Varsity 35-0

(CUP) — The big London Johnson was a candidate was Monday afternoon in

fumbled 5 times and wracked up 117 yards in penalties. Varsity never threatened to score at any time.

Contributing to Toronto's decline and fall was the absence of five first stringers through injuries and suspensions. Missing were all-stars Arnie Carfoote at guard, Paul MacKay at defensive halfback, Alex Topps at defensive

end, who broke his leg at the end of the first quarter. Linebacker Bill Bennett and safety man Peter Raham were also on the sidelines.

In the silent Toronto dressing room after the game, Blues coach Ron Murphey tried to talk it up. "We'll beat them by 36 in Queen's" he shouted clapping his hands. But no one was listening.

shocked witness. Stadium, Queen's demolished the belief that Varsity was the best college football team in the nation as they won a 35-0 least over the lumbering Blues.

There was no contest from the opening whistle that was in motion. By the time half the score was reached fans turned on transistors to listen.

Quarterback Don Johnson a masterful attack led up almost 150 yards. He threw 4 touchdowns and synchronized ground attack.

Alan Strader and Ron each scored 2 touchdowns. Strader on a 15 yard pass, Earl on a 2 and 9 yard pass. End Don Johnson the fifth TD on a play par avion. The game came from Doug Johnson's and a safe-

was inept. The game was completely over with passes, the team

league standings

GP	W	L
2	2	0
2	1	1
2	1	1
2	1	1
2	1	1
2	1	1
2	0	2

Future Division

GP	W	L
2	2	0
2	1	1
2	1	1
2	1	1
2	1	1
2	0	2

Future Division

GP	W	L
2	2	0
2	1	1
2	1	1
2	1	1
2	0	2
2	0	2

Future conference

GP	W	L
2	2	0
2	2	0
2	2	0
1	0	1
1	0	1
2	0	2
2	0	2

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Cinema Scope

by Valentine

La Notte (Italy - 1961)

Michelangelo Antonioni in "La Notte" imposes the spiritual wasteland of a marriage without meaning upon his film audience. He makes his impact with an honesty that is almost cruel. He does this by immersion into the psychological depths of his characters following their lives for one day, hour upon hour.

There is no plot, only a skeleton story. A Milanese couple Giovanni and Lidia, visit a dying friend in the hospital. For Lidia the death of this friend will have great significance. He was the only one to whom she could turn for a selfless love not grounded on egoism. The relationship was not physical. It was rather the worship of a woman by a man who believed she was greater than she really was at the time, she only found him tiresome but when she needs reassurance of her vibrancy and charisma, he is dying.

Giovanni, the husband, is a novelist and successful by popular reading standards, at least. What plagues him is the fear that he is no longer capable of writing. He knows what to write, but not how to write it. He wants to incite his readers with a passion just as he imagined he was the progenitor of the passion in the nymphomaniac.

After the hospital, Giovanni and Lidia attend a cocktail party at his publisher's. Feeling claustrophobic, Lidia goes for a long walk. Superficially it is just an ordinary walk. Yet this walk focuses on the loneliness and emptiness of her life. Lidia passes by symbols of involvement in life, men laughing, boys fighting, a child crying but Lidia always remains on the periphery. Just as the rockets that the young boys shoot off have no where to go, neither does Lidia. Her walk ends in their old neighborhood, a last desperate attempt to recapture time past.

That night, Giovanni and Lidia go to a nightclub where the sexual vibrancy of the dancing couple contrasts sharply with the dull familiarity of the husband and wife. At best, Giovanni merely patronizes his wife with empty smiles.

Later they attend a gala party at the home of a wealthy industrialist. A nagging question that plagues Giovanni is the place of the intellect in a materialistic and mechanized society. The industrialist crystallizes this conflict in his offer to Giovanni of a position as corporation historian. A directorship is also part of the bargain. To the creative artist, this offer would meet with immediate repulsion. But because Giovanni feels his creative potential is dormant if at all existent, he hesitates with his answer. What shocks him is not so much the host's offer but his wife's casual remark that he should accept the proposition. Possibly he now realizes he is at the nadir of his resources and must come to terms with reality.

At the party Giovanni pathetically tries to seduce the host's daughter. She rejects him in the ironic consideration of his marriage.

Lidia alone and brooding for most of the night, takes a car ride in the rain with one of the guests. These moments seem to be her happiest in the film. Yet the illusion of fantasy prevails. The torrent of rain veils the car from many semblance of reality making the figures inside appear distorted by parallax.

As the party ends, dawn is breaking Giovanni and Lidia stroll out on the lawn. She admits that she no longer loves him and Giovanni realizes he has given her nothing. Lidia reads him a love letter reminiscent of an ideal relationship that was both physical and spiritual. The heartbreaking moment comes when Giovanni asks Lidia who wrote it and she answers, "You did."

If the censors had not cut it, the movie would have ended with the couple making love on the grass, forcing a physical, if not emotional union.

La notte, the night, is that barren waste that only echoes emptiness and meaninglessness. Antonioni seems to be saying that the only escape from the darkness is through knowledge of the truth in its good and bad entreties. Along with this should also be the acceptance of our limitations and the shortcomings of others. The dying friend clarifies this message and his acceptance in death is to be our model in life.

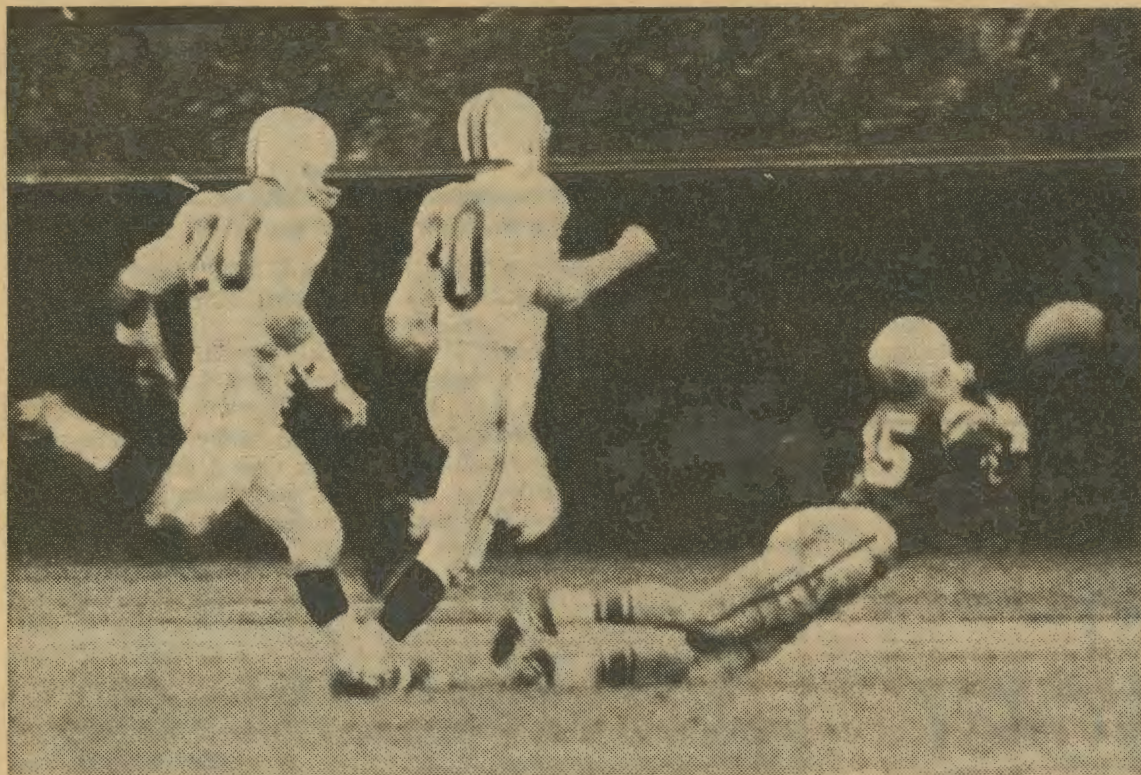
The acting was deliberately underplayed. The casting was perfect in the choice of Marcello Mastroianni and Jeanne Moreau as the husband and wife. With subtle techniques, they conveyed the agony and despair of the couple and summoned the audience into subjective communion with them.

Antonioni worked an atmosphere with his camera shot in black and white, a melancholy broods over the whole film. Devoid of any texture or image of warmth, a chilling dampness hangs over the movie like a dark cloud.

The style of Antonioni is like a Virginia Woolf novel. Nothing happens yet everything happens.

Antonioni once said that he made films instinctively, more with his belly than with his brain. Let us hope he continues to follow his instincts and the inclinations of his viscera. With Antonioni, began new concept in films.

LYRIC Phone 742-0911 Continuous From 1:30 p.m. All Color Show DORIS DAY MIAN KIETH With Six You Get Eggroll JANE REYNOLDS JAMES GARNER How Sweet It Is FOX Phone 745-7091 Continuous From 7 p.m.	CAPITOL Phone 578-3800 Continuous From 1:30 p.m. All Color Show ELVIS PRESLEY "Stay Away Joe" DEBBIE REYNOLDS "The Singing Nun"	WATERLOO Phone 576-1550 Continuous From 7 p.m. ORSON WELLES CAROL WHITE OLIVER REED "I'll Never Forget What's 'Isname" Color Restricted to Persons 18 & Over
WALT DISNEY DOUBLE BILL RIOT "THE PARENT TRAP" "MONKEYS GO HOME"		



Valiant effort in losing cause.

Photo by Craig

Football Hawks downed by Ottawa 8-6

Football is not only a game of great catches and long runs: it is also a game of forcing your opponent to make mistakes for you to capitalize on.

In last Saturday's game in which the WLU Golden Hawks entertained the U of Ottawa Gee Gees at Seagram Stadium, the Hawks made their share of long runs and great catches but committed too many mistakes of their own, while Ottawa played an almost flawless game. WLU had two touchdowns called back due to penalties and Ottawa escaped with an 8-6 victory.

The visitors opened the scoring in the 2nd quarter. A 20 yd. field goal attempt by halfback Claudio Valle sailed wide and through the end zone for a single point. Ottawa led 1-0.

On their next series of downs, the Gee Gees moved deep into WLU territory and with a 3rd and goal situation from the 3rd yd. line quarterback Paul Baddon pushed over for the score.

Halfback Jim Silby converted and Ottawa moved out in front by a score of 8-0.

With a little more than 5 minutes remaining in the 1st half, quarterback Paul Gray of the Hawks hit Doug Strong with a 30 yd. pass for a WLU touchdown. Gray's pass was tipped by an Ottawa defender on the two yd. line, but Strong made a great catch of the ball.

John Kruspe's convert attempt was no good and the Hawks trailed 8-6.

Throughout the 2nd half WLU had the better of the play by far. However, two costly mistakes erased two Hawk touchdowns.

At the 6 minute mark of the 3rd quarter, Doug Strong went around left end for a 51 yd. touchdown but the Hawks were offside on the play.

In the 4th quarter halfback John Skinner returned an Ottawa punt 70 yards. for a touchdown behind some excellent downfield blocking. However, the Hawks were called for clipping on the play and the ball was brought back.

With a little more than 2 min. remaining in the game, Paul

Gray hit flanker Tom McColl with a 50 yd. pass, giving the Hawks good field position. Gray then moved the ball into the Ottawa 35 yd. line only to have the clock run out, and cut off any attempt to score.

Aside from the two costly penalties, the Golden Hawks played enough to win. The offense rolled up a total of 279 yards. Paul Gray accounted for 190 yards of the total by his passing alone.

Defensively, the Hawks played a sound game yielding only 154 yards. Quarterback Paul Paddon of Ottawa managed to complete only 3 of 11 passes for a total of 17 yards.

This week the Hawks travel to Windsor for what should be another real tough contest. Windsor, though only in its first season of Central Canada Intercollegiate Football Conference competition, has come up with a 1st division contender. The game will be no sure win for the Hawks by any means, especially if they continue to make errors like they did in last week's contest.

sports roundup

by brian crawford sports editor

Hawks dropped a close one to the Gee Gees today. Officiating was unbelievably bad but the referee was correct on the two called back touchdowns. It seems that the officiating has not improved at all as the brand of ball.

We could be lucky because Ottawa may have their first victory over Guelph taken away in the locker rooms. It seems that Bytown U. used an ineligible player. We're keeping our wires crossed.

The Hockey Hawks have been working out in the Auditorium this week under head coach Maki. Maki has trimmed his training camp to a smaller size but still has about forty puckers. Coach Maki, with all but four of his team returning, feels that he has more new talent than last and has the unenviable job of selecting a larger number than last year.

The Basketball Hawks or Howie's Herons are working out in the TA and as yet we have not heard concerning their progress. Our sharp-eyed Hawks have promised us some info soon.

Turning to minor sports, we have the ski team working out and the ski team trying to get ready.

We received word from Coach Knight that the Team which was defending OIAA champions will show up for a meeting last week and thus the tournament at Laurentian on the weekend. An example of how minor sports don't have a polished reputation on campus.

encore! Lapinette

the advertising bunny.



Lapinette, illustrating her short hop technique.

One day our lapinary friend was busy making a short hop across campus when she copied a truck transporting copious quantities of carrot cupcakes.

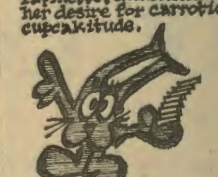
but such culinary consummations are for capital.



Lapinette, demonstrating her desire for carrot cupcakes.

and capital, kidding means like a lot.

funny we should mention that.



little lappy, showing a propensity for pecuniarity and velocity simultaneously.

now lappy was short of cash, this was surprising, because we would be hard put to advertise the way if she weren't.

So she romped on to the Campus Bank which was nearly hatched, and garnered a few pennies therefrom.



the drawback...

and she still had to catch the campus vendor and blow a lot before he was out of sight.

So we have a happy lappy.

but one problem.

at this rate we'll have the fattest rabbit in town.

why not hop over?

bank of montreal

campus bank

a capital place.

university ave. & philip st. bank

a.thompson manager

open 9.30-5 Monday to Thursday, 9.30-4

Library Science Examination

Thursday, November 7, 1968

7 p.m.

CONSULT LIST BELOW FOR CLASSROOMS

Surnames	Room No.
A, B, C	IEI
D	Library 1
E, F	Library 2
G, I	Library 3
H	2C8
J, K	Library 6
L	Library 7
M	2E5
N, O	Library 8
P	2C2
R	2C3
S	2E6
T, U	Library 4
V, Y, Z	Library 5
W	2C4